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| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   How we express ourselves   1. **Central Idea**   ***When human beings share stories, using different modes of expression, they build bonds with others.***  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy:** Performance assessment  **Tool:** Rubric  **Prompt:**  We are going to hold a cultural festival where we will tell stories in a range of different ways. You will tell a story of your choice, in a way of your choice, to another First Grade class.  **Evidence:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A | B | C | D | | Communicates the chosen story comprehensibly | Audience demonstrates detailed understanding of story elements / structure | Audience demonstrates general understanding of story elements / structure | Audience demonstrates some confusion over story elements / structure | Audience demonstrates little comprehension of story elements / structure | | Demonstrate how to tell a story in the chosen way | Demonstrates all taught aspects of chosen way to tell story and some originality | Demonstrates all taught aspects of chosen way to tell story | Demonstrates some taught aspects of chosen way to tell story | Demonstrates few or no taught aspects of chosen way to tell story | |

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| **Class/Grade:** First | PYP Planner |
| **Age Group:** 6-7 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Year:** 2010-2011 | |
| **Teachers:** Aura María Caicedo, Amparo Celis, Carmen Elvira Cabal, Ana Lucía Dávalos, Elaine Escobar, Alexander Marulanda, Diana Fernanda Moreno, Ángela Osorio, Ben Pattenden, Maritza Pérez, Miguel Vargas, Teresa Velásquez, Adriana Yepes | |
| **Proposed Duration:**  13th September to 22nd October 2010 (5 weeks) | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?   * PERSPECTIVE (Communication) * RESPONSIBILITY (Communication) * FUNCTION (Communication) * PERSPECTIVE (Modes of expression) * FORM (Modes of expression) | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * Different ways of telling and understanding experiences and stories * Voluntary and involuntary body language * Personal, local and global oral tradition | |
| What teacher questions/provocations will drive these inquiries?  **Teacher Questions**   * What are the different ways we can tell stories? * How do our bodies communicate?   **Provocations**   * The children will be told the same story (The three little pigs) through 4 different ways: teacher reading story to them (Adriana & Elaine in Dome), watching the video (Maritza & Miguel in AV room), listening to the song (Angela, Ana Lucía & Ben in ludoteca), drama (Alex & Aura in library). * Did the story change according to the way it was told? Which way of telling the story did you prefer? Why? Was one way better than the others? Why? | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**   * An inquiry into different modes people use to express themselves according to personal preference * An inquiry into how stories are structured and organised * An inquiry into some elements that characterize all stories * An inquiry into how stories build cultural bonds   Children make a web with ‘story’ in the centre and around it they write all the ways they can think of to tell a story.  **Strategy:** Selected response  **Tool:** Checklist  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **An inquiry into different ways of telling stories according to personal preference**  Children name different ways to tell stories in a mind map  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children will name the different ways to tell a story  **An inquiry into the structure underlying and organizing every story**  Childre include beginning, middle and end in their stories during the development of their performance assessment.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children include beginning, middle and end  **An inquiry into voluntary and involuntary body language**  Children will complete a chart by identifying voluntary and involuntary reactions given by the teachers.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children identify voluntary and involuntary reactions  **An inquiry into some elements that characterize all stories**  Childre include characters and setting in their stories during the development of their performance assessment.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children include characters and setting | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Research**  - Children inquire in order to know local traditional stories  **Interviews / presentations by experts**  - Children are told stories in different ways by specialist teachers (Drama, Dance and visual arts )  - Doctor (Gloria Ruiz) presents to children what happens in their bodies when they react (e.g. crying, blushing)  **Field trips**  **Sharing information & experiences**  - Children interpret songs, recognizing the composer´s intention, and recreating them with this in mind.  - Children ask family members to tell them stories and then retell these in class.  - Children will hear, read and view a wide range of stories.  - Children will experience and compare the same story as interpreted by characters with different points of view (Little Red Riding Hood & The Three Little Pigs)  - Children are read traditional stories from other countries and cultures  **Experiments & hands-on activities**  **-** Children make puppets and use them to tell a story.  - Children experience different situations, view pictures and videos and observe how their bodies react to these.  - Children seek body language in magazine images, attempt to replicate these with their own bodies, and observe themselves in mirrors.  - Children tell stories in different ways (Writing, drawing, cartoons, drama, mime, dance, singing)  - Children develop appropriate body language for listening / viewing when being told stories.  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  Thinking: Comprehension (CR assesses)  -Children will hear, read and view a wide range of stories.  Social: Respecting others (CR assesses)  Children develop appropriate body language for listening / viewing when being told stories.  Communication: Non-verbal communication (Drama assesses)  -Children make static images by using their body.  Communication: Listening (L1 assesses)  - Children listen to a variety of stories told orally and in read-alouds.  Self-management: Organisation (CR assesses)  - Children plan and tell their stories, selecting and using appropriate resources.  Research: Planning (CR assesses)  **- Children plan their stories with appropriate structure and elements**  **Learner Profile**  Communicators:  - Children tell stories in different ways (Writing, drawing, cartoons, drama, mime, dance, singing)  - Children ask family members to tell them stories and then retell these in class.  - Children are told stories in different ways by specialist teachers (Drama, Dance) and other adults (reading, storytelling)  - Doctor (Gloria Ruiz) presents to children what happens in their bodies when they react (e.g. crying, blushing)  Risk-takers: Children tell stories in different ways (Writing, drawing, cartoons, drama, dance, singing)    **Attitudes**  Confidence:  Children tell stories in different ways (Writing, drawing, cartoons, drama, mime, dance, singing)  Creativity:  - Children tell stories in different ways (Writing, drawing, cartoons, drama, mime, dance, singing) |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **People:** Gloria Ruiz (Pediatrician)  **Places:** School places such as dome, library, drama class, AV room  **Audio-visual materials:** ICT, Starfall stories, Movies, song and story the three little pigs,puppets “El dragon”, Yellow submarine  **Bibliography:** El renacuajo paseador, La gallina ponedora, Don tomate, adivinanzas, The true story of the three Little pigs, Where the wild things are, Mrs Nelson, |

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| **6. To what extent did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  \*Los niños identificaron algunos de los diferentes modos de expresión, pero por lo corto del tiempo de la unidad no se evidenció comprensión de la necesidad de comunicar.  \*Los niños lograron identificar el modo de expresión más adecuado según la audiencia, utilizando los elementos necesarios para hacer llegar su mensaje.  \*Por las base que traían de grados anteriores lograron entender las expectativas planteadas desde las diferentes experiencias de aprendizaje propuestas y se mostraron permanentemente enganchados con la realización de las mismas.  \* La consigna del Performance Assessment fue confusa para los niños, por lo tanto tuvimos que replantearla para facilitar la comprensión de los niños. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  \*Es necesario replantear la consigna del “summative assessment” para no caer en los mismos errores… un pueblo que solo habla también oye.  \* Los niños deben ser expuestos a más experiencias de aprendizaje que les permitan mayor manejo o “especialización” del modo de expresión que los niños escojan.  \*El “perfomance assessment” no permitió evaluar el aspecto relacionado con “necesita”, sentimos que es un aspecto poco indicado para niños de esa edad por lo abstracto que se presenta para ellos.  \* Deberíamos replantear la idea central, proponiendo algo mas concreto para niños de esta edad y que apenas están iniciando año escolar, lo que implica adaptaciones a exigencias, profesores y compañeros, entre otras.  \*Se debe replantear el componente de ciencias, pues al haber modificado el componente de expresión corporal/Tradición oral (movimientos voluntarios e involuntarios), no encontramos un enlace significativo entre lo que se planeó para Ciencias y la unidad de indagación. |
| **What was the evidence that connections were made between the central idea and the transdisciplinary theme?**  \*Se evidenció conexiónn entre la idea central y el tema transdisciplinario ya que los niños lograron expresar sus experiencias, recontar historias e inventor las propias logrando que su audiencia la reconociera y comprendiera.  \*Hubo variedad en el modo de expresión lo que permitió ver creatividad por parte de los niños |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**  *Develop an understanding of the concepts identified in “What do we want to learn?”*  PERSPECTIVE (Communication): Children inquire in order to know local traditional stories, Children ask family members to tell them stories and then retell these in class.  Children will hear, read and view a wide range of stories.  RESPONSIBILITY (Communication): Children develop appropriate body language for listening / viewing when being told stories.  FUNCTION (Communication): Children experience a range of modes of communication for telling stories.  PERSPECTIVE (Modes of expression): Children will experience and compare the same story as interpreted by characters with different points of view (Little Red Riding Hood & The Three Little Pigs)  FORM (Modes of expression): Doctor (Gloria Ruiz) presents to children what happens in their bodies when they react (e.g. crying, blushing)  *Demonstrate the learning and application of particular transdisciplinary skills?*  ***Thinking*:**  Comprehension: Children tell stories in different ways (Writing, drawing, cartoons, drama, mime, dance, singing)  ***Social*:**  Respecting others: Doctor (Gloria Ruiz) presents to children what happens in their bodies when they react (e.g. crying, blushing)  ***Communication*:**  Non-verbal communication: Children will hear, read and view a wide range of stories.  ***Communication*:**  Listening: Doctor (Gloria Ruiz) presents to children what happens in their bodies when they react (e.g. crying, blushing)  ***Self-management*:**  Organisation: Children create and plan stories using appropriate resources and time.  **Research:**  Planning: Children plan their stories with structure and story elements.  *Develop particular attributes of the learner profile and/or attitudes?*  ***Profile***  **Communicators:** Children tell stories in different ways (Writing, drawing, cartoons, drama, mime, dance, singing)  **Risk-takers:** Children tell stories in different ways (Writing, drawing, cartoons, drama, dance, singing)  ***Attitudes***  **Confidence:** Children present their stories in a variety of ways to classmates and adults.  **Creativity:** Children think up their own stories and tell them through their own forms of expression. |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  \* Los niños indagaron sobre las diferentes maneras de contar historias, mostrando especial interés por la elaboración de títeres, lo que los llevó a elaborar títeres anticipadamente, aun sin haber sido propuesto por los profesores.  **Effective teacher questions/provocations:**  \*El modelado de las maestras al contar historias personales y el uso de títeres para recrear la narración, cautivó y motivó a los niños para contar las suyas de manera creativa.  **What student–initiated actions arose from the learning?**  **\***La iniciativa de algunos niños para hacer de su “performance” una presentación diferente sin importar la actitud de los demás.  \*La actitud de respeto y escucha por parte de los niños en las diferentes presentaciones y la conciencia de cuando una de las presentaciones no estaba planeada pensando en el publico que le escucharía  \*El interés por parte de algunos niños por buscar diferentes modos de expresión y no los comunes, por ejemplo las tiras cómicas. |

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| **9. Teacher notes** |
| * No se pudo realizar la salida pedagógica planteada a un teatro * Había bases de años anteriores que permitieron el fácil manejo de la idea central por parte de los niños. * Hubo poco tiempo para el desarrollo de la unidad y algunos conceptos se trabajaron de manera superficial. * No se pudo ahondar en todos los modos de expresión debido al corto tiempo destinado a la unidad. * Faltaron experiencias de aprendizaje que permitieran profundizar en la indagación, debido al corto tiempo. * La provocación preparada fue muy pertinente. * La realización de esta unidad al inicio del año escolar no permitió mayor aporte por parte de los especialistas de Arte ya que los niños están en un periodo de adaptación y coyuntural. * Observamos debilidad en la habilidad de “visualización” a la hora de la realización del “performance assessment”. * La línea de Indagación relacionada con movimientos voluntarios e involuntarios del cuerpo humano no se encuentra relacionada con esta Unidad de Indagación. Necesitamos encontrar un tema relacionado con las Ciencias Naturales que esté “naturalmente” involucrado. * Faltó apoyo por parte de los especialistas de Arte en la unidad, dado que estaban dirigiendo la indagación y no hicieron mayor aporte. |